

Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

Institution name: **Washington University in St. Louis**

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Washington University						
Institution Code	6929						
State	Missouri						
Number of Program Completers Submitted	40						
Number of Program Completers found, matched, and used in passing rate Calculations¹	34						
					Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Professional Knowledge							
Academic Content Areas							

Elem Ed Curr Instruc Assessment	011	16	16	100%	1614	1547	96%
Mathematics: Content Knowledge	061	4			126	123	98%
Social Studies: Content Knowledge	081	5			276	269	97%
Spanish Content Knowledge	191	1			52	45	87%
Biology Content Knowledge Part 1	231	2			92	90	98%
Physics Content Knowledge	261	1			2		
Other Content Areas							
Teaching Special Populations							
Special Education	350	5			207	207	100%

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Washington University					
Institution Code	6929					
State	Missouri					
Number of Program Completers Submitted	40					
Number of Program Completers found, matched, and used in passing rate Calculations¹	34					
				Statewide		
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	29	29	100%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	5			319	318	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	345	34	100%	3678	3553	97%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: 120

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? 41

3. Please provide the numbers of supervising faculty who were:

5 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

3 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

5 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 13

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 3:1
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 10. The total number of hours required is 400 hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X Yes No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

Washington University, nationally recognized for excellence in teaching and research, is committed to preparing teachers to become educational leaders. To achieve this goal, Washington University teacher education programs feature the integration of theoretical perspectives with classroom practice to prepare teachers who continually examine, modify and improve their own practice. Ways in which we do this include concurrent course and field work, minimum three school field experiences, required action research, video analysis, and student/faculty collaborative work with teachers in partner schools. Field placements are grouped for peer support/ feedback and university supervisors observe student teachers and meet weekly with cooperating teachers, the student teacher and a cohort of student teachers who analyze their own practice on a continuing basis.

Washington University teacher education programs emphasize critical pedagogy and encourage students to consider the ramifications of diversity and the needs of individual students for schools and their teaching.

Situated in the center of the metropolitan St. Louis area, we make field placements in both urban and suburban settings. Education faculty further their own education and advance this work by participating in a variety of projects and activities with teachers and administrators in our three elementary and secondary partner schools.

Washington University teacher education programs are housed in the Department of Education in the College of Arts and Sciences and prepare elementary, middle school and secondary teachers. Having teacher education in the College of Arts and Sciences facilitates close collaboration and Education faculty work with our colleagues to develop content area majors that inform K-12 teaching. All teacher education majors are required to double major in their content field and in education meaning that they are exposed to the best and most recent thinking about their fields of study.

This approach appears to be successful as 90% of our 1999-2000 teacher education program completers are teaching in K-12 schools and 97.5% are teaching or doing research in some educational setting.

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Washington University's educational mission is the promotion of learning – learning by students and by faculty. Teaching or the transmission of knowledge, is central to our mission, as is research or the creation of new knowledge. The faculty, composed of scholars, scientists, artists, and members of the learned professions, serves society by teaching; by adding to the store of human art, understanding and wisdom; and by providing direct services such as health care.

Our goals are to foster excellence in our teaching, research, scholarship and service; to prepare students with the attitudes, skills, and habits of lifelong learning and with leadership skills, enabling them to be useful members of a global society; and to be an exemplary institution in our home community of St. Louis, as well as in the nation and in the world.

Through our goals Washington University intends to judge itself by the most demanding standards; to attract people of great ability from all types of backgrounds; to encourage faculty and students to be bold, independent, and creative thinkers; and to provide the infrastructure to support teaching, research, scholarship, and service for the current and for future generations.

2. Educational Philosophy

At Washington University the teacher education programs are designed to produce teachers who take an inquiry-oriented approach to education. Based upon the belief that teaching is a complex, normative, and changing activity, teacher education is viewed as an on-going, problem solving process as opposed to a search for the “one right” answer or “one best” way. Therefore, our students are expected to develop the ability and the inclination to look at educational policy and classroom decision making from multiple perspectives and to raise fundamental questions about the purposes, processes, and problems of the current system. In addition, they are expected to act in ways that have a sound defensible rationale rooted in research, ethical standards, and personal experience, and to reflect upon and reconsider that practice in the interest of all of their students.

In our teacher education programs Washington University faculty help our students ask and tentatively answer questions that frame teaching as a complex intellectual and moral task. As individual members of the faculty, we tend to value certain sorts of questions and inquiry over others – we pursue teaching as science, as art, as ethical/political activity. As a community of teacher educators, however, we encourage and support a critical and pragmatic vision of teaching that emphasizes competence, the enrichment of human experience, and the critical understanding and transformation of educational practice.

3. Conceptual Frameworks

Believing that teachers need to have the capacity and the inclination to be life-long learners who continually inquire into the content they teach and the multiple dimensions of their professional work, Washington University Education faculty have designed our teacher education programs around the image of the teacher as inquirer.

Teacher educators have a serious responsibility to design preparation programs that are both responsive to the realities of schooling in a changing social context as well as visionary in their quest for creating more engaging and effective learning environments for all students. Teaching has always been an uncertain and dynamic endeavor, one of those “situations of practice” (Schon, 1987) only partially amenable to technical reality. However, in the 21st century we are surrounded by dramatic changes in the social order and student and parent populations, and by pervasive attempts to change the structures of schools and teacher education institutions as well as the roles of all key stakeholders in the educational process. Tensions, dilemmas, and questions for which there are no easy answers pervade the Education field. Under these circumstances, teachers need to be steeped in the enduring concepts, theories, and philosophies that define the field of Education, to be knowledgeable about the most current research that continually redefines our discipline, and to be skilled consumers and producers of new knowledge as part of their daily work. At the same time, they must understand that the inquiry they pursue and the decisions they make are value-laden as well as knowledge-driven, and they must have the analytical capacity to choose between competing alternatives with sound rationales.

The teacher as inquirer image addresses both the longstanding and contemporary challenges of the teaching profession. We prepare teachers to raise questions about the way schools are organized, the way that students of different backgrounds and abilities learn, the knowledge and skills that are important and meaningful to their students, and the ways in which they teach. We do not want our teachers to accept schools and classrooms as they currently exist; rather we want them to have the skills, knowledge and inclination to find ways to create more effective learning environments for all students. Inquiry-oriented teachers are thoughtful consumers of the research that bears on the questions and challenges they confront, but they are also teachers who can conduct inquiry in their own classrooms, using the methods of action research. As question-asking and problem-solving individuals, they model for their own students the strategies and satisfactions of learning through personal inquiry.

4. Program completers who teach in the private schools and out of state

Private Schools: 10

Out-of-State Schools: 12